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ABSTRACT

Focusing on the occupational cluster of public service, this unit entitled "Postal Workers" is one of four grade 4 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (life-role understanding), five career development themes (e.g., the student will understand the relationship of life-roles changeableness to individual cope-ability), six unit goals (e.g., the student will become familiar with changes in the postal services through the year), and seven performance objectives (e.g., the student will list at least three different ways that mail has been delivered during different periods in history). Also included in Section I are pre- and post-assessment procedures, six student evaluation sheets, answer keys and evaluation tabulation forms. Section II describes teaching strategies for six unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles include the history of postal service, writing letters, addressing envelopes, and postal workers and services. Section III contains thirteen teacher reference sheets, and section IV contains twenty-two student activity sheets. (JH)

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ED169266

Suggested for
Grade 4

POSTAL WORKERS

one in a series
of
CAREER DEVELOPMENT CURRICULUM UNITS
for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 093

POSTAL WORKERS

Grade Four

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communicatio
	THE FOOD STORE	Occupation Clusters: Business & Sales

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Coloma, Michigan

	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesi is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphe . where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self . Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other person resources against externa reality. The individual is becoming aware of a preferred life style as related to self-concept.

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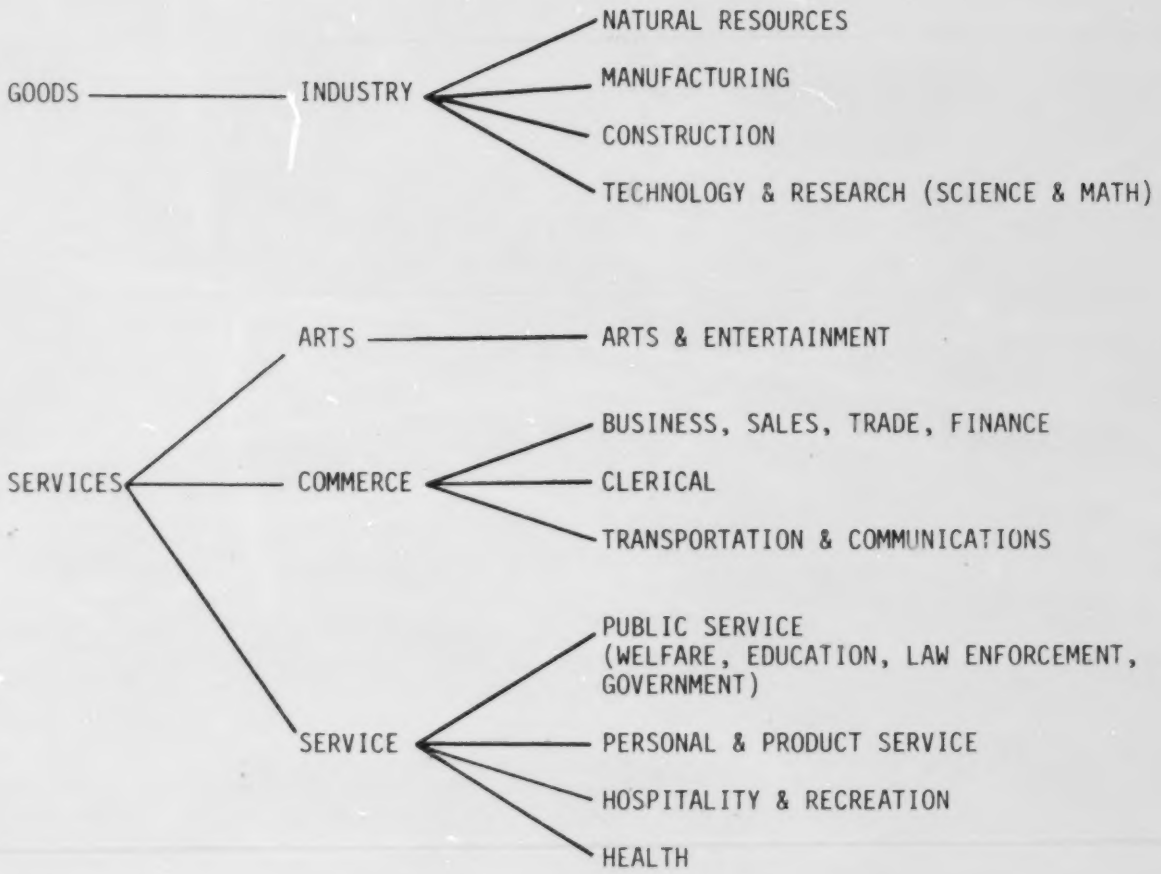
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

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"Postal Workers"
Grade 4

Unit Rationale

The primary intent of this unit is to assist the students in discovering the relationship between their current school experiences and the real world of work.

Five major themes are identified and incorporated within this unit.

The major topics included in this unit focus on the interdisciplinary approach. The activities are integrated into language arts, social studies, reading, math, and art. The Performance Objective activities include various kinds of multi-media spheres of action such as field trips, role-models' visits, role-playing, films, mural-making, and simulated games.

Teacher Information

This unit may be taught over a period of three to four (3-4) weeks. The unit will take approximately twenty-five to thirty (25-30) instructional hours.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary evaluation and activity sheets.
3. Refer to the Resources and Materials' Columns. Obtain the necessary materials and/or equipment.
4. Refer to the other reference sheets for additional information.

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Grade 4

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Postal Workers"
Grade 4

Element #I - Life-Role Understanding (occupational, avocational, family, civic)

Theme 1.1 - The student will understand life-role activity as being self-enhancing (psychological, economic, and life-style implications).

Unit Goal - The student will understand that the work in the postal services may be self-enhancing.

P.O. #1 - Given a list of five (5) postal workers and a list of three (3) characteristics after each, the student will choose with at least 80% accuracy the characteristic that may have attracted each worker to his particular job. (Evaluation Sheet #1)

Theme 1.2 - The student will understand life-role activity as being societal-contributing (economic and societal-need implications).

Unit Goal - The student will understand that services provided by postal workers contribute to society.

P.O. #2 - The student will be able to identify at least two (2) ways services performed by postal workers contribute to society.
(Evaluation Sheet #2 - Section A)

Theme 1.3 - The student will understand the relationship of education to life-roles.

Unit Goal - The student will understand the relationship of education to work in the postal services.

P.O. #3 - Given a list of ten (10) skills, the student will identify with at least 80% accuracy whether or not each skill pertains to work performed by postal workers.
(Evaluation Sheet #3)

Unit Goal - The student will understand the relationship of education to life-roles.

P.O. #4 - The student will write with at least 80% accuracy a simple, friendly letter using the correct:
form - heading, greeting, body and closing;
capital letters - in date, in greeting, in closing, in names, and at the beginning of sentences; and
punctuation - in date, after greeting, after closing, and at the end of sentences.
(Evaluation Sheet #5)

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
(Continued)
"Postal Workers"
Grade 4

P.O. #5 - The student will address with at least 80% accuracy an envelope using the correct: form, capital letters, and punctuation. (Evaluation Sheet #6)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will become familiar with characteristics of jobs in the postal service.

P.O. #6 - Given a list of ten (10) postal workers and a list of ten (10) job descriptions, the student will match with at least 80% accuracy the worker with the correct job description. (Evaluation Sheet #4)

Theme 1.6 - The student will understand the relationship of life-roles changeableness to individual cope-ability.

Unit Goal - The student will become familiar with changes in postal services through the years.

P.O. #7 - The student will list at least three (3) different ways that mail has been delivered during different periods in history. (Evaluation Sheet #2 - Section B)

Evaluation Procedure
"Postal Workers"

Pre-Assessment

1. Do not discuss any aspect of this unit with the students before administering the pre-tests.
2. Study the elements, themes, goals, and objectives.
3. Make copies of Evaluation Sheets #1-6.
4. Distribute Evaluation Sheet #1 to the students. Read the directions for this sheet aloud to the students as they read silently to themselves.
5. Read the test items to the students, if necessary.
6. Follow the same procedure for Evaluation Sheets #2-6.
7. Check the students' work. Use the answers found at the end of this unit's evaluation section.
8. Record the students' raw scores on Evaluation Tabulation Form B in the correct columns.
9. Total the columns at the bottom of Evaluation Tabulation Form B to indicate the number of students who met the criteria as stated in the Performance Objectives.
10. Transfer these totals to the correct columns on Evaluation Tabulation Form A pre-test.
11. Study the pre-test results to determine the areas in which the students need the most practice.
12. Follow the post-assessment procedures listed below at the conclusion of this unit.

Post-Assessment

1. Review the elements, themes, goals, and objectives.
2. Follow the same procedure as used for the pre-assessment in #3-10 above, but record the results in the post-test sections.
3. Submit Evaluation Tabulation Forms A and B to the building office.

[redacted]

Evaluation Tabulation Form A

Unit Name "Postal Workers" Teacher _____

Building _____ Grade 4th

Performance Objectives	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
1 Pre - Identify why workers are attracted to jobs.	1	5	4			
1 Post- Identify why workers are attracted to jobs.	1	5	4			
2 Pre - Identify how postal services contribute to society.	2 - Sec. A	2	2			
2 Post- Identify how postal services contribute to society.	2 - Sec. A	2	2			
7 Pre - Identify different ways mail has been delivered.	2 - Sec. B	3	3			
7 Post- Identify different ways mail has been delivered.	2 - Sec. B	3	3			
3 Pre - Identify skills needed by postal workers.	3	10	8			
3 Post- Identify skills needed by postal workers.	3	10	8			
6 Pre - Identify job descriptions of postal workers.	4	10	8			
6 Post- Identify job descriptions of postal workers.	4	10	8			
4 Pre - Write a letter.	5	29	23			
4 Post- Write a letter.	5	29	23			
5 Pre - Address an envelope.	6	25	20			
5 Post- Address an envelope.	6	25	20			

*Administer the TESTS IN the SEQUENCE LISTED ABOVE. DATE RETURNED TO PRINCIPLE:

Evaluation Tabulation Form B

Unit Name "Postal Workers" Teacher _____

Building _____ Grade 4th

1. Record the students' raw scores for each evaluation sheet in the correct columns.
2. Figure each students percentage of growth at the conclusion of this unit.
3. Total the columns at the bottom to show the number of students who met the criteria as stated in the objectives.
4. Transfer these totals to Evaluation Tabulation Form A.

Evaluation Sheet #	1			2 - A			2 - B			3			4			5			6		
P.O. # Student Names	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#7 Pre	#7 Post	% of Growth	#3 Pre	#3 Post	% of Growth	#6 Pre	#6 Post	% of Growth	4 Pre	#4 Post	% of Growth	#5 Pre	#5 Post	% of Growth
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
0.																					
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					

Evaluation Tabulation Form B
(Continued)
"Postal Workers"

Evaluation Sheet #	1			2 - A			2 - B			3			4			5			6		
P.O. # Student Names	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#7 Pre	#7 Post	% of Growth	#3 Pre	#3 Post	% of Growth	#6 Pre	#6 Post	% of Growth	#4 Pre	#4 Post	% of Growth	#5 Pre	#5 Post	% of Growth
17.																					
18.																					
19.																					
20.																					
21.																					
22.																					
23.																					
24.																					
25.																					
26.																					
27.																					
28.																					
29.																					
30.																					
TOTAL																					

Evaluation Sheet #1
POSTAL WORKER-JOB CHARACTERISTICS

Name_____

Date_____

Circle the one characteristic that may have attracted each of the following workers to his/her particular job.

1. Window Clerk
   a. Enjoys working outdoors
   b. Enjoys meeting people
   c. Enjoys driving

2. Postmaster
   a. Enjoys doing hard physical work
   b. Enjoys being in charge of others
   c. Enjoys working outdoors

3. Mail Carrier
   a. Enjoys working outdoors
   b. Enjoys being in charge of others
   c. Enjoys being indoors

4. Mechanic
   a. Enjoys meeting people
   b. Enjoys working with math figures
   c. Enjoys working with his/her hands

5. Mail Handler
   a. Enjoys doing hard physical work
   b. Enjoys working with math figures
   c. Enjoys being in charge of others

Evaluation Sheet #2

Name_____

Date_____

A. Name at least two ways postal workers help other people.

_____

_____

_____

B. Name three ways that mail has been delivered during different periods of history.

_____

_____

_____

_____

Evaluation Sheet #3

Name_____

Date_____

Underline any of the following skills that a postal worker may use while working.

A. reading a map

B. weighing items

C. measuring boards

D. reading stories

E. reading names

F. counting change

G. measuring pints and quarts

H. reading dates

I. writing clearly

J. identifying leaves

Evaluation Sheet #4

Name_____

Date_____

Below is a list of postal workers and job descriptions. Place the numeral of the postal worker in front of the job description that best describes that worker.

1. Window Clerk
2. Facer
3. Postal Inspector
4. Rural Carrier
5. Distribution Clerk
6. Custodian
7. Mechanic
8. Mail Handler
9. Postmaster
10. Motor Vehicle Operator

_____ Collects and delivers mail in the country.

_____ Keeps machines and vehicles running.

_____ Sells stamps and money orders; registers and insures mail; accepts parcel post.

_____ Supervises the workers in a post office.

_____ Sees to it that the mails are not used to cheat people.

_____ Drives trucks transporting bulk mail.

_____ Turns letters face down so that they may be fed into a machine to be cancelled.

_____ Handles sacked mail; separates mail roughly.

_____ Keeps the post office clean.

_____ Separates mail according to the type of mail and where it is going.

Evaluation Sheet #5

Name_____

Date_____

Write this message in correct letter form using capital letters and punctuation (- is a signal for a new sentence).

52 shady lane

Heading: coloma michigan 49038

january 15 1975

Greeting: dear mary

Closing: love

ann

Message: how are you - can you visit with me tomorrow - i am going to have a small party - please come

Evaluation Sheet #6

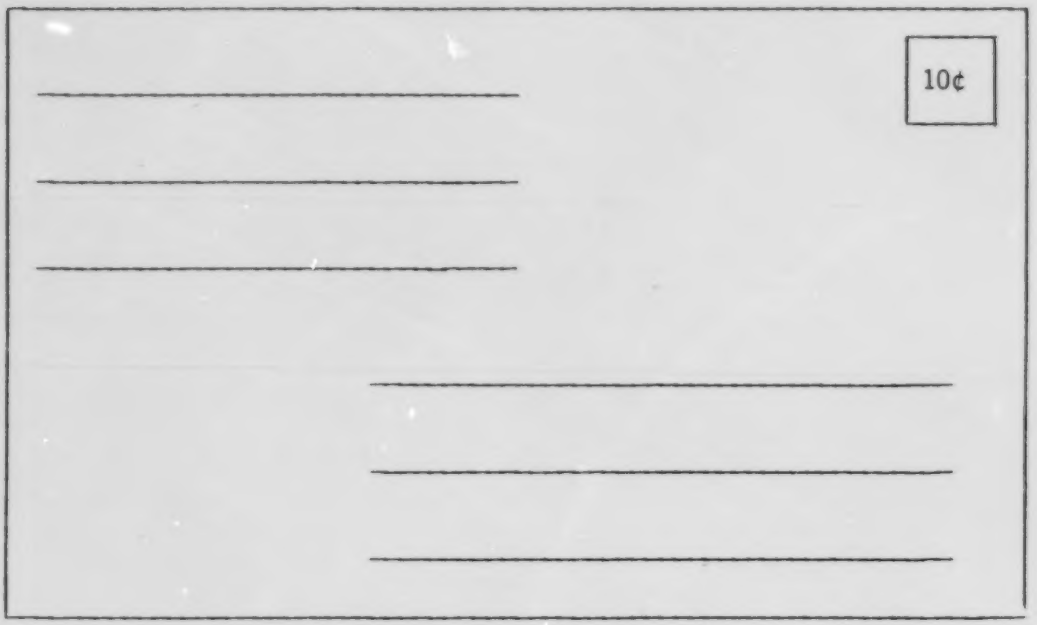
Name_____

Date_____

Address this envelope correctly using these addresses:

From: miss jean smith 493 tabley avenue benton harbor mich 49022

To: mr bryan hecht 14 north street lexington kentucky 40507



Answers for Evaluation Sheets #1, #2, and #3

Evaluation Sheet #1

1. b
2. b
3. a
4. c
5. a

Evaluation Sheet #2 - Section II

couriers or runners
horseback or pony express
wagon
stagecoach
ship
train
airplane
car
truck

Evaluation Sheet #2 - Section I

1. Delivers mail (We do not have to leave our home for this service.)
2. Sells postage stamps
3. Sells postal money orders
4. Sells post cards
5. Sells foreign money
6. Sells envelopes with postage printed on it
7. Provides services such as registered mail, insurance, air mail and certified mail
8. Registers aliens
9. Investigates crimes involving the mail

Evaluation Sheet #3

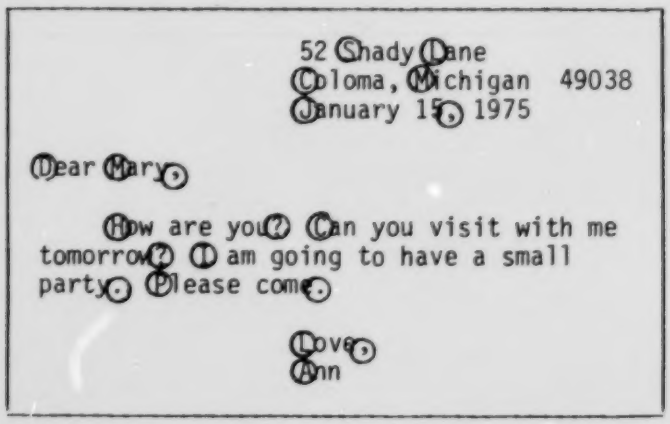
A
B
E
F
H
I

Answers for Evaluation Sheets #4, #5, and #6

Evaluation Sheet #4

4
7
1
9
3
10
2
8
6
5

Evaluation Sheet #5


52 Shady Lane
Coloma, Michigan 49038
January 15, 1975
Dear Mary,
How are you? Can you visit with me tomorrow? I am going to have a small party. Please come.
Love,
Ann

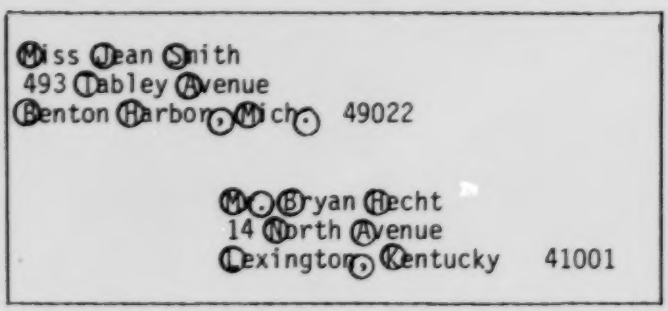
Count 8 Points for form - there are 8 lines in the original letter. Give 1 point for each line that is placed correctly when it is written.

Count 13 Points for capitals

Count 8 Points for punctuation

TOTAL 29 Points

Evaluation Sheet #6



Count 6 Points for form (one point for each line placed correctly)

Count 15 Points for capitalization

Count 4 Points for punctuation

TOTAL 25 Points

Capsule #1
History of Postal Services

I. Introduce this unit by asking the students to name as many forms of communication as possible.

   A. List these forms of communication on the board as the students name them.

   B. Have the students make a bulletin board of words and magazine pictures which illustrate different forms of communication.

   C. Have the students draw pictures to illustrate forms of communication.

II. Tell the students that they will be zeroing in on letter writing and postal services.

III. Discuss the following with the students:

   A. Ask what emblem best represents postal services and why.

   B. Ask if anyone knows the motto of the mail carrier. ("Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds.") Ask if this is an appropriate motto and why.

   C. Explain that the first mail was carried by men running and later by men on horses. Ask how else mail has been delivered over the years.

IV. Choose from these optional related activities.

   A. Have the students practice using reference materials.

      1. Have them complete Activity Sheet #1 which deals with specific skills related to reference materials. (Answers on Reference Sheet #1)

      2. Allow them to search for information on the history of the post office.

         a) Have the students give written or oral reports to the class on subjects such as the following: colonial postal services, government postal services, the pony express, airmail services, or Ben Franklin.

Resources & Materials	Notes
B. Magazines, newspapers, art paper, scissors, paste or glue, crayons, paint, magic markers C. Paper and crayons	
C. For more information see World Book Encyclopedia Post Office Engraving, Bureau of	
A. Dictionary Set of encyclopedias 1. Activity Sheet #1 Reference Sheet #1	

b) Give the students Activity Sheet #2, and allow them to search for specific information. Complete this activity at school or as a group activity because some of the information may be difficult to find. (Answers on Reference Sheet #1)

B. Let the students do the following social studies activities:

1. Allow students to make a display on the history of postal services; i.e., dioramas, murals, time line, or bulletin boards.

2. Have the students make booklets on the postal services. Include sections on the history of the post office, the workers in the post office, the services provided by the post office, and the different types of mail.

3. Let the students play a time-sequence game.

a) List five (5) statements about the history of postal services on the blackboard. Have one student at a time come up and number the sentences in the correct sequential order.

b) Have the students arrange pictures of historical postal events in sequential order.

Resources & Materials	Notes
b. Activity Sheet #2 Reference Sheet #1	
1. Art materials such as; shoe boxes, colored paper, paste or glue, crayons or paints, scissors 2. Materials to make booklets	

Capsule #2
Writing Letters

I. Introduce this capsule by discussing the following with the students:

A. Ask them to name the different types of letters that may be used in communicating. (invitation, thank you, simple communication, business, etc.) Write the students' responses on the board.

B. Ask which of these letters they consider friendly letters. (simple communication, invitation, thank you)

C. Say that the class is going to study these three (3) types of friendly letters.

II. Give the students practice in writing and correcting friendly letters.

A. Have them finish a letter that talks to a friend. (Activity Sheet #3)

B. Let them write an invitation. (Activity Sheet #4)

C. Allow them to decode a secret message. (Activity Sheet #5)

D. Have them write a thank you letter. (Activity Sheet #6)

E. Ask them to write a letter to a friend. (Let them send it in the school mail.)

F. Have them write an invitation to a postal worker to come and speak to the class.

G. Encourage them to write "thank-you" letters to the classroom visitors.

H. Allow them to write letters to students within their school. (See Capsule #6 - Setting Up A Post Office)

I. Encourage them to write letters to students in other schools or in other states and countries.

III. Choose from these optional related activities.

A. Have the students include their activity sheets in their booklets.

B. Let the students play the game "Which Letter Am I?" Have one student begin by saying, "I am the letter you write (after someone has given you a present, to ask someone to your party, to tell a friend the news, etc.)." Allow the students to guess the name of the friendly letter. Let the first one who correctly identifies the letter begin the game over again.

Resources & Materials	Notes
II. A. Activity Sheet #3 B. Activity Sheet #4 C. Activity Sheet #5 D. Activity Sheet #6 (See Reference Sheet #1 for answers to above activity sheets.) E. Notebook paper, pencils, pens	

Capsule #3
Addressing Envelopes

I. Help the students understand the importance of addressing envelopes correctly.

A. Ask what the students can do to insure that a letter reaches its destination. (See that it is properly and clearly addressed, has a zip code, is written in ink instead of in pencil, has a return address, has the correct postage, and is mailed on time.)

B. Allow the students to examine some envelopes that have been received.

1. Ask the students to identify the different parts of an addressed envelope. (The stamp, the return address, the address to the receiver, and the cancellation mark.) List their answers on the board.

2. Ask what specific information is given in the following parts:
Return address - (name or title)
Address to receiver (street, route number, city, state, and zip code)

Cancellation - (state and date)
Stamp - (cost and country)

C. Ask what other information is sometimes found on a stamp. (Date, commemoration, picture)

D. Ask what may happen if part of the address is missing. (Explain that the letter may not reach the receiver, that it may be returned to the sender, or that it may go to the dead letter office.) Expand on the dead letter office if necessary.

II. Give the students practice in addressing.

A. Use Activity Sheet #7 to identify the parts of a correctly addressed envelope. (See Reference Sheet #2 for the answers.)

B. Use Activity Sheet #8 to give practice in correcting punctuation and capitalization mistakes. (See Reference Sheet #2 for the answers.)

C. Give the students paper cut to the size of an envelope.

1. Have them shape these to look like envelopes.

2. Let them practice addressing the envelopes.

Resources & Materials	Notes
I. Used envelopes that have been sent through the mail.	
A. Activity Sheet #7 Reference Sheet #2	
B. Activity Sheet #8 Reference Sheet #2	
C. Paper cut to the size of an envelope	

III. Choose from these optional related activities.

A. Allow the class to correspond with students from another school, state, or country.

B. Allow the students to correspond with famous people.

C. Have the students include their activity sheets in their booklets.

Resources & Materials	Notes
A. Envelopes	

Capsule #4
Postal Workers and Services

I. Introduce this capsule by asking the students to describe or illustrate what they think happens to a letter after it has been mailed. Write their answers on the board. (See Reference Sheet #3 for the answers.)

   A. Ask the students if it is possible for one person to do all of these jobs.

   B. Ask them what would happen if any of these jobs were not performed satisfactorily.

   C. Have them decide whether or not a worker would handle more than one job in a small post office. Ask them to explain how jobs might be handled in a very large post office. (Mention that each worker might perform one job.)

   D. Ask why a worker in a large post office wouldn't do several jobs.

II. Have the students go on field investigations, interview role-models, view films and filmstrips, use encyclopedias, and study pictures and books to do the following activities: (See Reference Sheets #4 and #5)

   A. Have the students find information about postal services (Activity Sheet #9) and postal workers (Activity Sheets #10 and #11). (See Reference Sheet #6 for the answers.)

   B. Have the students make a bulletin board and/or a mural depicting the following activities.

      1. Have them show postal workers.

      2. Have them show how a letter goes from one place to another.

      3. Have them show mail services.

   C. Let the class make a display of different types of mail (1st, 2nd, 3rd, and 4th class, special delivery, etc.).

III. Choose from these optional related activities.

   A. Allow the students to play "Postal Down".

      1. Have the students lineup as they would for a spell down.

      2. Ask questions concerning postal services or postal workers.

      3. Give a point to the side which answers the question correctly.

Resources & Materials	Notes
I. Reference Sheet #3	
II. Field trip to post office. Films Modern Post Office - F 495 Bailey/Film Associates Filmstrips Our Post Office - FS 95 Bobby Visits the Post Office FS 103 SVE 1345 Diversey Parkway Chicago, IL 60614 Post Office and Postal Workers - Eye Gate House Encyclopedias Books Post Office New York, Turner, David, Arco Pub. Co., Inc. 1967 Occupational Briefs Pictures such as, Postal Helpers, Set SP 121 SVE.	
A. Activity Sheet #9, 10, and 11 Reference Sheet #6	
B. Art materials	
C. Different types of mail 26	

4. Have the students go to the end of the line after they have had their turns.

B. Have the students include the activity sheets and pictures of postal workers in their booklets.

Resoruces & Materials	Notes

Capsule #5
Relation of Academic Skills

I. Stress the importance of academic skills by letting the students do the following activities:

A. Ask the students how a mail carrier can find a correct address in an area in which he/she has never traveled before. (Explain that he/she used a map and map skills.)

B. Use a transparency or a large drawing of a map such as Reference Sheet #7. Have the students take turns finding a particular address.

1. Read the addresses to the students, and ask them to locate a particular address. Have them do this individually or by team effort.

2. Put the addresses on slips of paper. (See Reference Sheet #8) Have each student locate the address listed on the slip of paper he/she drew.

II. Help the students to understand the importance of reading by letting them do the following activities:

A. Explain that postal workers must be able to quickly distinguish between numerals, names, addresses. Have the students do Activity Sheet #12. (See Reference Sheet #9a for the answers.)

B. Explain that mail sorters must be able to alphabetize quickly. Have the students do Activity Sheet #13. (See Reference Sheet #9a for the answers.)

C. Stress the fact that speed and accuracy are important skills. Allow the students to do Activity Sheet #14. (See Reference Sheet #9a for the answers.)

III. Help students understand how math skills are used by postal workers.

A. Allow the students to practice weighing letters and other articles to acquaint them with postal scales.

B. Have the students do Activity Sheet #15 and #16 to acquaint them with math skills needed by postal workers. (See Reference Sheet #9a for the answers.)

C. Allow the students to practice counting change and figuring prices.

Resources & Materials	Notes
A. Maps	
B. Transparency of Reference Sheet #7	
2. Reference Sheet #8	
A. Activity Sheet #12 Reference Sheet #9a	
B. Activity Sheet #13 Reference Sheet #9a	
C. Activity Sheet #14 Reference Sheet #9a	
A. Postal scales	
B. Activity Sheets #15 and #16 Reference Sheet #9a	

IV. Choose from these optional related activities.

A. Let the students add these activity sheets to their booklets.

B. Allow the students to do a word search on Activity Sheet #17. (See Reference Sheet #9b for the answers.)

Resources & Materials	Notes
B. Activity Sheet #17 Reference Sheet #9b	

Capsule #6
Role-playing

I. Set up postal services in the room and within the building.

A. Decide on the type of services that will be made available. (See Reference Sheet #10)

B. Make any necessary arrangements with the principal and other teachers. (See Reference Sheets #10, 11 and 12)

II. Set up the room.

A. Have the students make individual mailboxes with an assigned number for each box.

1. Use cereal boxes or tin cans stacked and fastened together for mailboxes.

2. Staple folders or boxes to a bulletin board.

B. Have the students use a large cardboard box for mailing the letters. Place it in a centrally located spot.

1. Let the students paint the box red, white, and blue.

2. Have them letter in the words U.S. Mail, the zip code for the room, and the mail pickup time.

C. Set up an area in the room for the actual post office.

1. Have a window clerk in the room so the students may mail letters, buy stamps, and have their letters weighed.

2. Set up an area for the separation of mail.

a. Use small boxes or folders to represent each room serviced.

b. Use boxes for mail in the room.

3. Make pouches for mailbags; i.e., use old purses, bags, or cardboard boxes with dividers.

III. Assign the individual jobs.

Resrouces & Materials	Notes
A. Reference Sheet #10	
B. Reference Sheets #10, 11, and 12	
A. Small boxes	
1. Cereal boxes or tin cans	
2. Folders or small boxes	
B. Large cardboard box	
1. Paint - red, white, and blue	
C. Table or box to use in the classroom for the post office.	
2.	
a. Small boxes or folders	
3. Materials to make mailbags such as old purses, bags, or cardboard boxes with dividers.	

A. List the workers on the board and discuss the characteristics of each job listed below:

Window Clerk - accepts letters, sells stamps, and weighs the mail to determine the cost.
Rural Carrier- delivers and picks up mail to and from other rooms.
City Carrier - delivers mail in the room. (Have both the rural and city carriers put the mail for the rooms or boxes in sequential order.)
Mail Handler - takes mail out of the room mailbox and transports it to the sorting area.
Distribution Clerk - separates the mail according to the zip code, according to the students in the room, or according to other rooms on his route.
Facer - turns all the mail in the same direction so it may be cancelled easily.
Canceller - cancels letters by stamping the date on the stamp of each letter.
Transfer Clerk - transfers the mail that is to be delivered by other fourth grade classes.
Custodian - keeps the post office neat and orderly.
Postal Inspector - checks to see that the mail services are running according to the law.
Postmaster - oversees the post office and checks to see if everyone is doing a good job.

B. Give the students copies of Activity Sheets #18, 19, 20, and 21 and review the job characteristics of the different postal workers.

C. Give the students a copy of Activity Sheet #22, and allow them to choose their favorite job. Have them tell why they feel they could handle or would enjoy that particular job.

D. Assign roles to the students. Rotate the jobs so all of the students have an opportunity to learn more about the different workers.

IV. Have the students report to the class whether or not they liked the job they performed and why.

V. Choose from these optional related activities.

A. Have the students write what they liked about their job. Let them add this page to their booklets.

B. Have the students write what they disliked about their job. Let them add this page to their booklets.

Resources & Materials	Notes
B. Activity Sheets #18, 19, 20, and 21 C. Activity Sheet #22	
A. Booklets begun earlier	

Reference Sheet #1

Answers for Activity Sheets in Capsules #1 and #2

Activity Sheet #1

1. dictionary - alphabetical order
2. encyclopedia - alphabetical order
3. answers may vary
4. an atlas or an encyclopedia
5. dictionary

Activity Sheet #2

1. "...Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds."
2. person on foot, wagon, or horseback
3. Ben Franklin
4. Pony Express or Wells Fargo
5. Bureau of Engraving and Printing (This answer will not be easy to find)
6. trucks, trains, planes, and ships

Activity Sheet #3

The answers may vary.

Activity Sheet #4

Check for the correct use of capital letters and simple punctuation.

Activity Sheet #5

The animal is a chicken.

Activity Sheet #6

The answers may vary.

Reference Sheet #2

Answers for Activity Sheets in Capsule #3

Activity Sheet #7

The answers are self explanatory.

Activity Sheet #8

Mary Black
104 N. Cherry St.
Stevensville, Mich. 49127

10¢

Mr. Bill Stevens
R. #3 Box 24
Coloma, Mich. 49038

Dr. Jim Carter
1202 S. State St.
Chicago, Ill. 60619

10¢

Miss Lori Jean Smith
240 Comstock Park
Grand Rapids, Mich. 49506

Mrs. Chris Sipla
R.R. #3 Box 11
Coloma, Mich. 49038

10¢

Capt. Bob Wayne
1804 S. Maple Dr.
Little Crown, Wyoming 82929

Mail procedures are rapidly changing. Have the students search to find the most up-to-date procedure. The following was taken from a 1973 edition of the World Book Encyclopedia.

1. A properly addressed letter is dropped into the mailbox.

2. A postal employee picks up the letter at the mailbox and carries it to the post office.

3. In the post office all letters are stacked face up according to the size of the envelope. Next a machine cancels the stamps so that they cannot be used again.

4. The letters for local delivery are sorted out first. Then letters going out of town are sorted, first by states and then by cities in the state.

5. All letters going out of town are bundled and placed in mail sacks. Then the mail sacks are put on large trucks.

6. When a letter reaches its destination, it is sorted with the other mail according to the Zip Code and according to the specific mail routes.

7A. A truck takes the letters to relay boxes along the mail carrier's route (in the city). The carrier picks them up when he/she is ready to deliver a load of mail.

7B. The mail is separated by the mail carrier before it is delivered in the country (rural).

Reference Sheet #4
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

Reference Sheet #5
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #6

Answers for Activity Sheets in Capsule #4

Activity Sheet #9

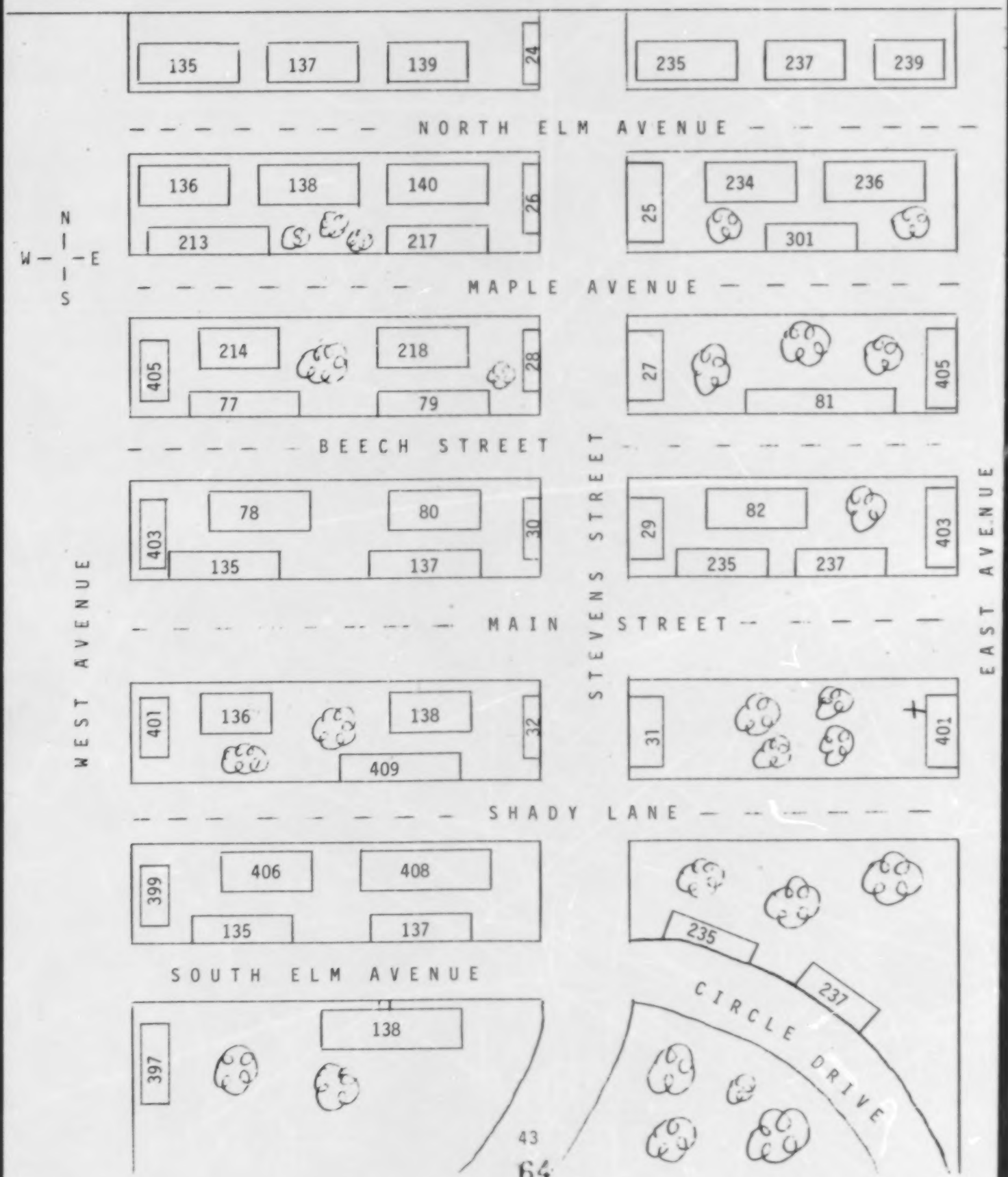
1. local
2. stamp
3. Parcel post
4. a. fourth class
   b. third class
   c. first class
   d. second class
5. A foreigner: a person who is not a citizen of the country in which he is living.
6. money orders

Activity Sheet #10

1. window clerk
2. postal transportation clerk
3. rural carrier
4. distribution clerk
5. postal inspector
6. The answers may vary.

Activity Sheet #11

The answers are to be filled out after the students talk with the role-model.


135
137
139
24
235
237
239
NORTH ELM AVENUE
136
138
140
26
213
217
25
234
236
301
N
W
E
S
MAPLE AVENUE
405
214
218
28
77
79
27
81
405
BEECH STREET
403
78
80
30
135
137
29
82
235
237
403
WEST AVENUE
STEVENS STREET
EAST AVENUE
MAIN STREET
401
136
138
32
409
31
401
SHADY LANE
399
406
408
135
137
SOUTH ELM AVENUE
235
237
CIRCLE DRIVE
397
138

Reference Sheet #8

(To be used with a transparency of Reference Sheet #7)

1. Read these addresses to the students, and ask them to locate each address. (Let the students work as a team.)

2. Cut these addresses into strips and place them in a box.

   a. Allow one student to draw an address from the box.

   b. Have him/her locate that address on the map.

   c. Continue until all the students have had a turn.

136 Main Street	401 East Avenue
135 North Elm	138 South Elm
29 Stevens Street	135 Main Street
401 West Avenue	25 Stevens Street
237 Circle Drive	138 South Elm Avenue
399 West Avenue	217 Maple Avenue
30 Stevens Street	409 Shady Lane
217 Maple Avenue	301 Maple Avenue
236 North Elm Avenue	138 Main Street
403 East Avenue	81 Beech Street
401 East Avenue	80 Beech Street
213 Maple Avenue	406 Shady Lane

Reference Sheet #9a

Answers for Activity Sheets in Capsule #5

Activity Sheet #12

Addresses	Names
1. x	1. o
2. o	2. o
3. o	3. x
4. o	4. x
5. o	5. x
6. x	6. o
7. o	
8. x	
9. o	
10. o	

Activity Sheet #13

Alabama

Colorado

Georgia

Michigan

Mississippi

Montana

Ohio

South Dakota

Texas

Wyoming

Activity Sheet #14

1. E
2. A
3. F
4. D
5. C
6. B
7. K
8. J
9. G
10. H
11. L
12. I
13. O
14. N
15. M
16. R
17. Q
18. P
19. S
20. V
21. X
22. W
23. T
24. U

Activity Sheet #15

1. 1 lb. 4 oz.
2. 2 lb.
3. 2 lb. 1 oz.
4. 3 lb. 2 oz.
5. 2 lb. 6 oz.

1. 2 lbs. 20 oz. or 3 lbs. 4 oz.
2. 25 oz. or 1 lb. 9 oz.
3. 5 lbs. 18 oz. or 6 lbs. 2 oz.
4. 2 lbs. 18 oz. or 3 lbs. 2 oz.

Activity Sheet #16

1. 30¢
2. 60¢
3. 32¢
4. 80¢
5. $1.00

1. 20¢
2. $1.95

Reference Sheet #9b

Answers for Activity Sheet #17 in Capsule #5

W P O S T M A S T E R
E O F O E S L O C A U
S S F R L T I R A G R
T T B T F A C E R L A
R O U T E M N O R E L
O F L M A P K C I T Y
U F K Z I N S P E C T
Z I P C O D E O R S N
X C L E R K A L I E N
L E T T E R F R A U D

Use this sheet as an example of how mail services might be handled when more than one classroom will be responsible for mail delivery.

1. Assign each "post office" (classroom) a zip code or color for younger children; i.e., Mrs. A's room number is 24 so her zip code might be 49024 or the color red.

2. Assign each "post office" (classroom) a certain group of rooms to service; i.e., Mrs. A's room might service rooms 1-5 and Mr. B's room might service rooms 6-10.

3. Have each of the rooms being serviced use the zip code or color of the "post office" (classroom) that is servicing them; i.e., Mr. K's room number 4 is serviced by Mrs. A's room 24 so his zip code would be 49024 or the color red.

4. Make sure that mail is picked up and delivered in each specific area by only one room.

5. Have the mail picked up and brought back to each individual "post office" (classroom).

   a. Divide the mail according to the zip code (color).
   b. Deliver the mail in bulk to the other "post offices" (classrooms) according to the corresponding zip code or color.
   c. Have the workers in each "post office" sort the mail into two (2) categories: those delivered in town (in the room), and those delivered on their routes (the rooms they service).
   d. Let the postal carriers sort the mail again. Have the city carriers sort the mail in sequential order to be delivered to students in the room. Have the rural carriers sort the mail in sequential order to be delivered to other rooms on their routes.

6. Assign one room to pick up the mail from a large, centrally located mailbox.

7. Make the necessary arrangements with the other teachers. (See Reference Sheets #11 and #12 for suggestions)

8. Have each "post office" (classroom) make cards to be displayed near the doors of the rooms on its route. Have the cards contain the teacher's name, his/her room number, and the correct zip code and color.

9. Make schedules of pickup and delivery times.

10. Let each teacher assign a mail carrier to deliver the mail to the individual students in his/her room.

Note that when the students encounter problems in their delivery system, the problems should be related to life-roles; i.e., wrong addresses, zip code versus no zip code, handwriting illegible, people not doing their work carefully, etc.

Reference Sheet #11

A Letter to Other Rooms That Want Postal Services

Dear Teachers and Students,

Our class is studying about postal services and workers. If you wish to participate, our room _____ will pick up and deliver mail to your room at about _____ each day.

Please address your letters carefully. On the envelope include your return address, the name of the person to whom you are writing, their room number, city, state, and zip code. If you are not sure of an address, check the card near the door of each classroom or the list we have sent to you.

Here is an example of a correctly addressed envelope.

Jane Brown Room 10 Coloma, Mich. 49024 Miss Ann Cable Room 5 Coloma, Mich. 49022

Thank you.

Mrs._____

Class

Reference Sheet #12

Teacher	Room	City	State	Zip

Reference Sheet #13

Helpful Resources

Books:

Bula, Clyde, Riding the Pony Express.

McCall, Edith, Frontiers of American Mail Riders.

Encyclopedias

Dictionary of Occupational Titles, Vol. 1, U.S. Department of Labor.

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics.

World Book Encyclopedia, Post Office

Films:

City Mail Carrier . . . . . U.S. Postal Services
How Did It Get There? . . . . . "
Mail Handling Mechanization . . . . "
Zip Code, Swinging Six . . . . . "

Filmstrips:

Bula, Clyde, Riding the Pony Express

McCall, Edith, Frontiers of American Mail Riders

Activity Sheet #1

Name_____

Date_____

1. What type of a book would you use to look for the pronunciation of a word? _____ How is this book arranged?_____

2. What type of a book would you use to look up information about the post office?_____

   How is this book arranged?_____

3. Name three kinds of encyclopedias that may be found in your school.

   1. _____

   2. _____

   3. _____

4. What type of a book would you use to find a map of Germany?

   _____

5. What type of a book would you use to find the meaning of a word?

   _____

Activity Sheet #2

Name_____

Date_____

HISTORY OF POSTAL SERVICES IN THE U.S.

Use encyclopedias, textbooks, films, or any other type of material to help you find the answers to the following questions.

1. What are the rest of the words to this famous quotation written by Herodotus: "There is no mortal thing faster than these messengers . . . . . ?"

_____

_____

_____

_____

2. Earliest postal services were slow because mail was delivered by_____.

3. The first American postmaster general in the United States was

_____

4. Mail was delivered by _____

_____ in the West during the 1860's.

5. _____prints the stamps for the Post Office.

6. Today, mail is delivered long distances by_____,

_____, _____, and

_____.

Activity Sheet #3

Name_____

Date_____

Write a letter.

HEADING

_____

_____, _____

_____ ___, 19___

GREETING

Dear _____,

BODY

Today is a very _____ *day. I am going*

_____.

After that I will go to the ice cream store. My favorite

ice cream cone is _____.

CLOSING

Love,

_____

Activity Sheet #4

Name_____

Date_____

Write an invitation to a friend.

_____

_____

_____

DEAR_____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

LOVE,

_____

Activity Sheet #5

Name_____

Date_____

Here is a secret message. Can you read it. Cross out all the z's.

zBozx 304
zCzolozmza, zMich.
zJanz15, 1975

Dzzezar zPetze,

Pzlezazse czozmze zseze zus zsozozn. Az znezw zanzimzal hzas bzeezn vzisziting ozur fzazrm. Izt izs whzizte zanzd zmazkezs za "czlzuczk zclzuczk" zsozunzd. Izt zis nzozt az gzozose. Dzo yzou knzozw wzhzat zit zis? Pzlezasze czome zsozon.

Yzozur fzrizenzd,
zBizllzyz Bzrzown

The animal is a_____.

Activity Sheet #6

Name_____

Date_____

Thank-You Letter

A thank-you letter is a polite and thoughtful way to say a special thank you to someone.

EXAMPLE:

64 Becht Road
Heading → Coloma, Mich. 49038

March 6, 1975

Greeting → Dear Mrs. Weber,

Body → Thank you for telling me about your work as a radio newscaster. Your information was very interesting. It helped me understand how certain news is chosen for broadcasting. Your explanation will help me give a report about our town's radio station. Then my whole class will listen to the news with more interest.

Closing → Sincerely yours,

Signature → Jimmy McQueen

Write a thank-you letter.

Activity Sheet #7

Name _____

Date _____

Mrs. Elliott
1772 Cherry Hill
Benton Harbor, Mich. 49022

Mrs. Gray Goose
220 Dilly Lane
Farmside, California 90808

1. Look at the above envelope very carefully.
2. Use a green crayon or pencil to circle the address that tells who sent the letter.
3. Use a red crayon or pencil to circle the address that tells where the letter is going.
4. Use a yellow crayon or pencil to place an (X) where the stamp belongs.
5. Address this envelope.

(Your Name) _____

(Street) _____

(City, State & Zip Code) _____

(Person to whom you are sending letter) _____

(Street) _____

(City, State & Zip Code) _____

Activity Sheet #8

Name_____

Date_____

Correct all of the mistakes in the following addresses.

Mary Black
104 N. Cherry st.
Stevensville, Mich. 49127

10¢

Mr. bill stevens
R. #3 Box 24
coloma mich. 49038

dr. jim Carter
1202 S. state St.
Chicago Ill. 60619

10¢

Miss lori jean Smith
240 comstock park
Grand Rapids, Mich. 49506

mrs. chris sipla
r.r. #3 Box 11
Coloma, mich. 49038

10¢

capt. bob Wayne
1804 s. maple dr.
little crown, Wyoming 82929

Activity Sheet #9

Name_____

Date_____

POSTAL SERVICE

Use reference materials such as films, books, and role-models to find the answers to the following questions.

1. The last two numbers of the ZIP CODE indicate_____

   _____area.

2. The_____ is proof that the sender has paid for sending his mail.

3. _____ is the postal service for sending packages of certain sizes and weights through the mail.

4. Below are four classes of mail. Name each - first, second, third or fourth class.

   a. _____ Any matter that weights 16 ounces or more that is not included in first or second class.

   b. _____ Books and catalogs having at least 24 pages.

   c. _____ Letters and post cards.

   d. _____ Newspapers and periodicals.

5. The post office registers aliens. What is an alien?_____

   _____

   _____

6. What does the post office sell to provide a safe, easy way to send money through the mail?_____

   _____

Activity Sheet #10

Name_____

Date_____

POSTAL WORKERS

Use reference materials such as films, books, and role-models to find the answers to the following questions.

1. The _____ works at the main counter in the post office. He sells stamps and money orders and receives packages to be mailed.

2. The _____ sorts mail while traveling in a moving vehicle.

3. The _____ collects and delivers mail in the country.

4. The _____ separates mail according to the type of mail and destination.

5. The _____ inspects post offices to see that they are efficiently operated.

6. Find another postal worker and describe his job._____

_____

_____

_____

_____

_____

(Report this information to your class.)

Activity Sheet #11

Name_____

Date_____

POSTAL WORKERS

The following are questions you may wish to ask of role-models that come to the classroom or that you meet on a field trip.

1. Name of job_____

2. Training and skills required_____

_____

_____

3. Where do you work (area of the post office)?_____

_____

4. Do you do your work indoors or outdoors?_____

_____

5. Is your work physical or mental?_____

6. Do you meet people or work alone?_____

7. What do you enjoy most about your job?_____

_____

8. What do you like least about your job?_____

_____

9. What do you like to do in your free time?_____

_____

10. If you weren't a postal worker, what would you like to do?_____

_____

Activity Sheet #12

Name_____

Date_____

Workers that sort and deliver mail have to be able to distinguish very quickly between numerals, names, and addresses.

Below are sets of names and addresses. Place an (X) in front of sets that are alike. Place an (O) before those sets that are different. See how quickly you can complete the assignment. (The teacher may time you.)

Addresses

_____1. 1204 N. Elm Avenue - 1204 N. Elm Avenue

_____2. 6648 Maple Drive - 6468 Maple Drive

_____3. 70042 Green Street - 700042 Green Street

_____4. 148 West Maple Avenue - 148 West Maple Drive

_____5. 4301 Townsly Drive - 4301 Downly Drive

_____6. 7111 Baker Avenue - 7111 Baker Avenue

_____7. 2801 W. 42nd Street - 2801 W. 42nd Lane

_____8. 900312 N. Madison - 900312 N. Madison

_____9. 6830 Sutton St. - 6830 Sullon St.

_____10. 284866 Queensly Avnue - 248866 Queensly Avenue

Names

_____1. Mrs. Mary Ann Defoe - Mrs. Mary Ann Deford

_____2. Bill S. Anderson - Bill G. Anderson

_____3. Edward Black - Edward Black

_____4. Lori Leen Lane - Lori Leen Lane

_____5. Steven T. Baker - Steven T. Baker

_____6. Brad Brown - Bruce Brown

Activity Sheet #13

Name _____

Date _____

Rewrite the following states in alphabetical order.

1. Montana _____

2. Ohio _____

3. Michigan _____

4. Alabama _____

5. Georgia _____

6. Mississippi _____

7. Texas _____

8. Colorado _____

9. Wyoming _____

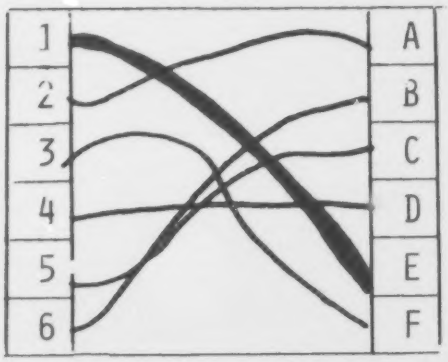
10. South Dakota _____

Activity Sheet #14

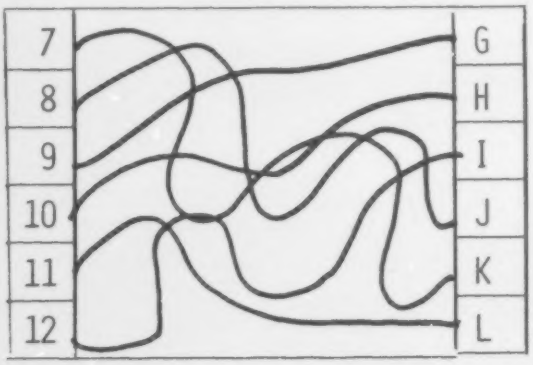
Name _____

Date _____

Start at a numeral on the left and trace the path to the letter on the right. Write the correct letter after each numeral to show where the path began and ended. The first one has been completed for you.

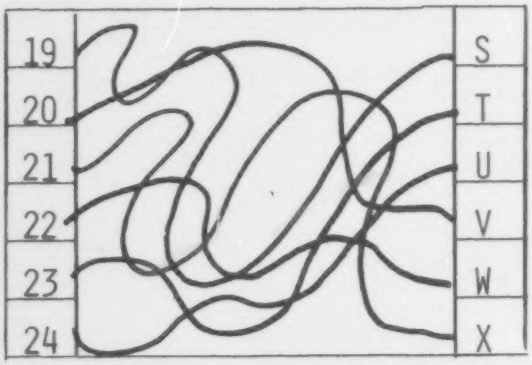


1 - E
2 - ____
3 - ____
4 - ____
5 - ____
6 - ____



7 - ____
8 - ____
9 - ____
10 - ____
11 - ____
12 - ____

13 - ____
14 - ____
15 - ____
16 - ____
17 - ____
18 - ____



19 - ____
20 - ____
21 - ____
22 - ____
23 - ____
24 - ____

Activity Sheet #15

Name_____

Date_____

Below are problems using ounces and pounds.

Reference: 16 ounces = 1 pounds.

oz. = ounces

lb. = pounds

Change the following to pounds.

EXAMPLE: 18 ounces = 1 pound 2 ounces

1. 20 ounces = _____ pound _____ounces.
2. 32 ounces = _____ pounds _____ounces.
3. 1 pound and 17 ounces = _____ pounds _____ounce.
4. 2 pounds and 18 ounces = _____ pounds _____ounces.
5. 38 ounces = _____ pounds _____ounces.

Add the following and reduce to the nearest pounds and ounces.

1. 2 lbs. 18 oz.
   + 2 oz.

   ___lb. ___ oz. or ___lbs. ___oz.

2. 12 oz.
   + 13 oz.

   ___ oz. or ___ lbs. ___oz.

3. 4 lbs. 3 oz.
   + 1 lb. 15 oz.

   ___lbs. ___oz. or ___lbs. ___oz.

4. 2 lbs. 9 oz.
   + 9 oz.

   ___lbs.___oz. or ___lbs. ___oz.

Activity Sheet #16

Name_____

Date_____

At the following rates, figure what the cost for the following mail will be.

Letter = 10¢ per ounce to mail

Books = 16¢ per pound to mail

1. A 3 oz. letter will cost _____ to mail.

2. A 6 oz. letter will cost _____ to mail.

3. A 2 pound book will cost _____ to mail.

4. A 5 pound book will cost _____ to mail.

5. A 10 oz. letter will cost _____ to mail.

Do the following problems.

1. A customer pays you $2.00. The charge for his mail service was $1.80. How much change would you give him?_____

2. A customer pays you $5.00. His bill was $3.05. How much change would he receive?_____

Activity Sheet #17

Name_____

Date_____

Find these words hidden in the maze below.

alien	eagle	map	sort
bulk	facer	postmaster	stamp
carrier	fraud	postoffice	west
city	inspect	route	zip code
clerk	letter	rural	

W P O S T M A S T E R
E O F O E S L O C A U
S S F R L T I R A G R
T T B T F A C E R L A
R O U T E M N O R E L
O F L M A P K C I T Y
U F K Z I N S P E C T
Z I P C O D E O R S N
X C L E R K A L I E N
L E T T E R F R A U D

Activity Sheet #18

Name_____

Date_____

The window clerk sells stamps and money orders. What other jobs does he do?_____

_____

_____

_____

_____

_____

The mail handler lifts heavy packages. Would you enjoy doing this heavy work?_____

What is this distribution clerk doing?

_____

_____

_____

_____

Activity Sheet #19

Name _____

Date _____

Why is it important for the facer to turn all of the envelopes the same way? _____

_____

_____

_____

What skills does a Postmaster need to have to do a good job supervising other workers in the post office? _____

_____

_____

The postal inspector has to check to see that the mails are not used to cheat people. In what ways might the mail be used to cheat people? _____

_____

_____

_____

_____

_____

Activity Sheet #20

Name _____

Date _____

There are people who work in the post office who do not handle mail. Tell how their work is important.

The custodians' work is important because _____

_____

_____

_____

_____

_____

The mechanics' work is important because

_____

_____

_____

_____

_____

Name _____

Date _____

Here are the city and rural mail carriers.

How are their jobs alike?

_____

_____

_____

_____

_____

_____

_____

_____

How are their jobs different?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity Sheet #22

Name_____

Date_____

Read the following job titles and descriptions. Place a 1 in front of the job that you would like to do. Place a 2 by your second choice.

(Your teacher may ask you to cross off those jobs that will not be performed in your particular classroom.)

_____ Window Clerk - accepts mail in the room - weighs letters.

_____ Rural Mail Carrier - separates mail and delivers mail to other rooms.

_____ City Mail Carrier - separates mail and delivers mail to students in the room.

_____ Mail Handler - removes mail from the large room mailbox and takes it to the room post office.

_____ Distribution Clerk - separates mail into the three (3) following catagories:
(1) Mail that is to be delivered by another 4th grade class.
(2) Mail that is to be delivered to other rooms by your classroom mail carrier.
(3) Mail that is to be delivered to students in the classroom.

_____ Facer - places all letters facing the same direction.

_____ Canceller - uses rubber stamp to cancel mail.

_____ Transfer Clerk - takes bulk mail to other "post offices" (other classrooms). (There the mail will again be separated and delivered to other classrooms in each "district".)

_____ Custodian - sees that the post office is neat and in order.

_____ Postal Inspector - sees that the mail services are operated according to the law.

_____ Postmaster - makes sure everyone is doing his job properly.

Why did you choose the job that you marked?

_____

_____

_____